

August 2012



2011-2012 School Year Reports

Dear School Board Members and School Personnel:

The Maine High School Assessment is the State's measure of student progress in achieving the State standards known as *Learning Results*. It consists of the SAT Reasoning Test™ (SAT) and a science test, and is administered to students in their third year of high school for state and federal purposes.

These Maine High School Assessment Summary Reports contain the results of your students' performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the critical reading, writing, mathematics, and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student item-level reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and science test questions that were taken by the nearly 14,000 publicly-funded students who were enrolled in their third year of high school across all Maine schools. The MHSA employs an assessment design that requires students to create an essay response to a writing prompt, generate answers to open-ended mathematics and science questions, and select answers to multiple-choice questions in all four disciplines. More information about the design, history, and use of the SAT can be found at: <http://www.maine.gov/education/mhsa/index.htm>.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Bowen".

Stephen L. Bowen
Commissioner of Education



High School Report

Test Date: May 2012

Code: 1205-1515

SAU: RSU 11/MSAD 11

School: Gardiner Area High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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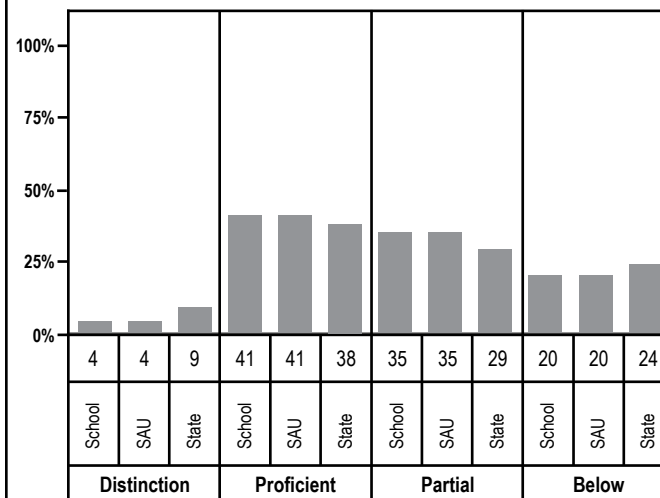
SUMMARY OF SCORES

Test Date: May 2012
 SAU: RSU 11/MSAD 11
 School: Gardiner Area High School

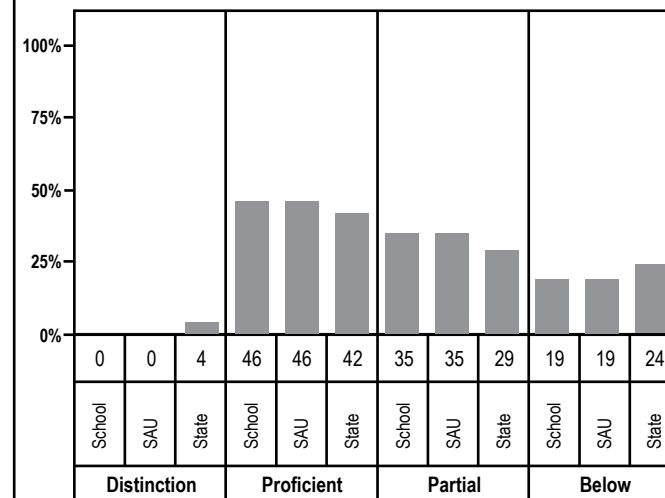
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2009–2010	1138	1138	1141
2010–2011	1140	1140	1142
2011–2012	1141	1141	1141
Cum. Average*	1140	1140	1141
Mathematics			
2009–2010	1139	1139	1142
2010–2011	1141	1141	1142
2011–2012	1141	1141	1141
Cum. Average*	1140	1140	1142
Writing			
2009–2010	1137	1137	1140
2010–2011	1138	1138	1140
2011–2012	1139	1139	1140
Cum. Average*	1138	1138	1140
Science			
2009–2010	1140	1140	1141
2010–2011	1141	1141	1141
2011–2012	1143	1143	1141
Cum. Average*	1141	1141	1141

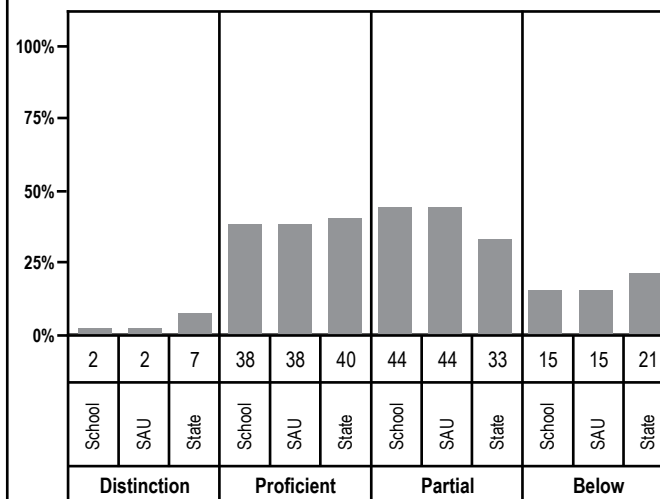
CRITICAL READING



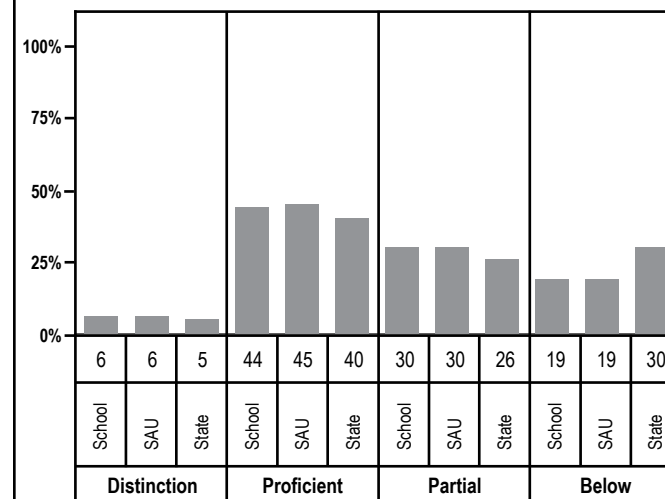
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted—i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²											
								Critical Reading			Mathematics			Writing			Science		
		School		SAU		State		School		SAU		State		School		SAU		State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students		145	100	146	100	14037	100	137	94	137	94	13475	96	137	94	137	94	13481	96
Ethnicity Hispanic or Latino		0	0	0	0	203	1	0	0	0	0	192	95	0	0	0	0	193	95
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	101	1	0	0	0	0	95	94	0	0	0	0	95	94
	Asian	0	0	0	0	219	2	0	0	0	0	207	95	0	0	0	0	207	95
	Black or African American	5	3	5	3	355	3	3	60	3	60	331	94	3	60	3	60	330	93
	Native Hawaiian or Pacific Islander	0	0	0	0	13	<1	0	0	0	0	11	85	0	0	0	0	11	85
	White	140	97	141	97	13050	93	134	96	134	95	12546	96	134	96	134	95	12552	96
Two or more races		0	0	0	0	96	1	0	0	0	0	93	97	0	0	0	0	93	97
Identified disability		16	11	16	11	2038	15	14	88	14	88	1818	90	14	88	14	88	1815	90
Current LEP		0	0	0	0	286	2	0	0	0	0	259	91	0	0	0	0	258	90
Economically disadvantaged		50	34	50	34	5003	36	48	96	48	96	4690	94	48	96	48	96	4691	94
Migrant		0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86

MODE OF PARTICIPATION ³		Critical Reading			Mathematics			Writing			Science		
		School		SAU		State		School		SAU		State	
		N	%	N	%	N	%	N	%	N	%	N	%
		N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations		120	83	120	82	11993	85	120	83	120	82	11997	85
Identified disability (IEP)		2	2	2	2	721	6	2	2	2	2	724	6
LEP		0	0	0	0	181	2	0	0	0	0	181	2
Participation with accommodations		13	9	13	9	1274	9	13	9	13	9	1271	9
Identified disability (IEP)		8	62	8	62	889	70	8	62	8	62	885	70
LEP		0	0	0	0	74	6	0	0	0	0	73	6
Participation through alternate assessment (PAAP)		4	3	4	3	208	1	4	3	4	3	206	1
Identified disability (IEP)		4	100	4	100	208	100	4	100	4	100	206	100
LEP		0	0	0	0	4	2	0	0	0	0	4	2
Approved non-participation in reading – 1st year LEP		0	0	0	0	0	0						
Approved non-participation – special consideration		0	0	0	0	25	<1	0	0	0	0	25	<1
Non-participation – other		8	6	9	6	537	4	8	6	9	6	531	4

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.



CRITICAL READING RESULTS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an “on demand” setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 1162-1180)	2009–2010	9	6	9	6	1,369	10
	2010–2011	15	9	15	9	1,165	9
	2011–2012	5	4	5	4	1,156	9
	Cum. Average*	29	6	29	6	3,690	9
Proficient – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (Scaled Score 1142-1160)	2009–2010	52	33	52	33	5,248	38
	2010–2011	51	32	51	32	5,595	41
	2011–2012	54	41	54	41	5,057	38
	Cum. Average*	157	35	157	35	15,900	39
Partially Proficient – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1130-1140)	2009–2010	52	33	52	33	4,121	30
	2010–2011	59	37	59	37	4,010	30
	2011–2012	47	35	47	35	3,820	29
	Cum. Average*	158	35	158	35	11,951	29
Substantially Below Proficient – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1100-1128)	2009–2010	43	28	43	28	3,081	22
	2010–2011	35	22	35	22	2,776	20
	2011–2012	27	20	27	20	3,234	24
	Cum. Average*	105	23	105	23	9,091	22

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	4	8	133	5	4	54	41	47	35	27	20	1141	133	4	41	35	20	1141	13,267	9	38	29	24	1141
Gender																									
Male	74	1	5	68	2	3	25	37	26	38	15	22	1139	68	3	37	38	22	1139	6,734	8	35	28	29	1139
Female	71	3	3	65	3	5	29	45	21	32	12	18	1142	65	5	45	32	18	1142	6,533	9	41	30	20	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						188	5	24	35	36	1136
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	7	28	40	25	1138
Asian	0	0	0	0										0						205	11	37	29	23	1142
Black or African American	5	0	2	3										3						327	2	25	20	52	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	18	27	1142
White (non-Hispanic)	140	4	6	130	5	4	53	41	46	35	26	20	1141	130	4	41	35	20	1141	12,352	9	39	29	23	1141
Two or more races	0	0	0	0										0						92	5	38	29	27	1138
LEP Status																									
Currently LEP student	0	0	0	0										0						255	0	4	23	73	1124
Former LEP student - monitoring year 1	0	0	0	0										0						31	3	26	45	26	1135
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	52	36	10	1142
All Other Students	145	4	8	133	5	4	54	41	47	35	27	20	1141	133	4	41	35	20	1141	12,939	9	39	29	23	1141
IEP																									
Students with an IEP	16	4	2	10	0	0	1	10	4	40	5	50	1132	10	0	10	40	50	1132	1,610	1	10	20	68	1127
All Other Students	129	0	6	123	5	4	53	43	43	35	22	18	1141	123	4	43	35	18	1141	11,657	10	42	30	18	1143
SES																									
Economically Disadvantaged Students	50	3	2	45	2	4	16	36	15	33	12	27	1139	45	4	36	33	27	1139	4,565	3	27	32	38	1135
All Other Students	95	1	6	88	3	3	38	43	32	36	15	17	1141	88	3	43	36	17	1141	8,702	12	44	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	145	4	8	133	5	4	54	41	47	35	27	20	1141	133	4	41	35	20	1141	13,261	9	38	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						194	3	11	40	46	1132
All Other Students	145	4	8	133	5	4	54	41	47	35	27	20	1141	133	4	41	35	20	1141	13,073	9	39	29	24	1141
504 Plan																									
Students with a 504 plan	4	0	1	3										3						448	10	35	30	25	1140
All Other Students	141	4	7	130	4	3	54	42	46	35	26	20	1140	130	3	42	35	20	1140	12,819	9	38	29	24	1141



MATHEMATICS RESULTS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (Scaled Score 1162–1180)	2009–2010	1	1	1	1	524	4
	2010–2011	7	4	7	4	571	4
	2011–2012	0	0	0	0	592	4
	Cum. Average*	8	2	8	2	1,687	4
Proficient – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (Scaled Score 1142–1160)	2009–2010	57	37	57	37	5,736	42
	2010–2011	73	46	73	46	6,040	45
	2011–2012	61	46	61	46	5,586	42
	Cum. Average*	191	43	191	43	17,362	43
Partially Proficient – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (Scaled Score 1134–1140)	2009–2010	52	34	52	34	4,444	32
	2010–2011	47	29	47	29	3,910	29
	2011–2012	47	35	47	35	3,859	29
	Cum. Average*	146	33	146	33	12,213	30
Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (Scaled Score 1100–1132)	2009–2010	45	29	45	29	3,103	22
	2010–2011	33	21	33	21	3,015	22
	2011–2012	25	19	25	19	3,233	24
	Cum. Average*	103	23	103	23	9,351	23

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School													SAU						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	4	8	133	0	0	61	46	47	35	25	19	1141	133	0	46	35	19	1141	13,270	4	42	29	24	1141
Gender																									
Male	74	1	5	68	0	0	34	50	20	29	14	21	1142	68	0	50	29	21	1142	6,739	6	41	28	25	1142
Female	71	3	3	65	0	0	27	42	27	42	11	17	1140	65	0	42	42	17	1140	6,531	3	43	31	23	1141
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						190	3	28	32	38	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	1	32	36	32	1138
Asian	0	0	0	0										0						206	14	41	27	19	1145
Black or African American	5	0	2	3										3						326	1	19	26	54	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	27	0	1146
White (non-Hispanic)	140	4	6	130	0	0	61	47	46	35	23	18	1141	130	0	47	35	18	1141	12,353	4	43	29	23	1142
Two or more races	0	0	0	0										0						92	0	33	38	29	1138
LEP Status																									
Currently LEP student	0	0	0	0										0						257	2	7	24	68	1130
Former LEP student - monitoring year 1	0	0	0	0										0						31	0	23	48	29	1137
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	36	48	14	1141
All Other Students	145	4	8	133	0	0	61	46	47	35	25	19	1141	133	0	46	35	19	1141	12,940	5	43	29	24	1142
IEP																									
Students with an IEP	16	4	2	10	0	0	0	0	2	20	8	80	1127	10	0	0	20	80	1127	1,608	1	8	18	73	1129
All Other Students	129	0	6	123	0	0	61	50	45	37	17	14	1142	123	0	50	37	14	1142	11,662	5	47	31	18	1143
SES																									
Economically Disadvantaged Students	50	3	2	45	0	0	14	31	21	47	10	22	1138	45	0	31	47	22	1138	4,571	1	28	32	38	1136
All Other Students	95	1	6	88	0	0	47	53	26	30	15	17	1142	88	0	53	30	17	1142	8,699	6	50	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	145	4	8	133	0	0	61	46	47	35	25	19	1141	133	0	46	35	19	1141	13,264	4	42	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						195	1	16	37	46	1134
All Other Students	145	4	8	133	0	0	61	46	47	35	25	19	1141	133	0	46	35	19	1141	13,075	5	42	29	24	1141
504 Plan																									
Students with a 504 plan	4	0	1	3										3						451	3	38	31	27	1140
All Other Students	141	4	7	130	0	0	59	45	47	36	24	18	1141	130	0	45	36	18	1141	12,819	5	42	29	24	1141



WRITING RESULTS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

Proficient with Distinction – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (Scaled Score 1162–1180)

Proficient – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (Scaled Score 1162–1180)

Partially Proficient – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (Scaled Score 1142–1160)

Substantially Below Proficient – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (Scaled Score 1100–1128)

STUDENTS AT EACH ACHIEVEMENT LEVEL

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction	2009–2010	4	3	4	3	974	7
	2010–2011	7	4	7	4	865	6
	2011–2012	3	2	3	2	871	7
	Cum. Average*	14	3	14	3	2,710	7
Proficient	2009–2010	53	34	53	34	5,463	40
	2010–2011	45	28	45	28	5,255	39
	2011–2012	51	38	51	38	5,274	40
	Cum. Average*	149	33	149	33	15,992	39
Partially Proficient	2009–2010	51	33	51	33	4,385	32
	2010–2011	65	41	65	41	4,419	33
	2011–2012	59	44	59	44	4,330	33
	Cum. Average*	175	39	175	39	13,134	32
Substantially Below Proficient	2009–2010	46	30	46	30	2,997	22
	2010–2011	43	27	43	27	3,017	22
	2011–2012	20	15	20	15	2,800	21
	Cum. Average*	109	24	109	24	8,814	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School													SAU						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	4	8	133	3	2	51	38	59	44	20	15	1139	133	2	38	44	15	1139	13,275	7	40	33	21	1140
Gender																									
Male	74	1	5	68	2	3	25	37	25	37	16	24	1138	68	3	37	37	24	1138	6,742	5	35	33	27	1138
Female	71	3	3	65	1	2	26	40	34	52	4	6	1141	65	2	40	52	6	1141	6,533	8	45	33	15	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						189	1	33	34	32	1135
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	3	36	38	23	1137
Asian	0	0	0	0										0						205	12	35	36	17	1142
Black or African American	5	0	2	3										3						326	1	26	31	42	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	27	18	1141
White (non-Hispanic)	140	4	6	130	3	2	51	39	56	43	20	15	1139	130	2	39	43	15	1139	12,360	7	40	33	20	1140
Two or more races	0	0	0	0										0						92	1	40	32	27	1137
LEP Status																									
Currently LEP student	0	0	0	0										0						254	<1	4	36	59	1126
Former LEP student - monitoring year 1	0	0	0	0										0						31	3	16	58	23	1135
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	38	50	10	1141
All Other Students	145	4	8	133	3	2	51	38	59	44	20	15	1139	133	2	38	44	15	1139	12,948	7	40	32	20	1140
IEP																									
Students with an IEP	16	4	2	10	0	0	1	10	5	50	4	40	1131	10	0	10	50	40	1131	1,609	1	6	26	67	1125
All Other Students	129	0	6	123	3	2	50	41	54	44	16	13	1140	123	2	41	44	13	1140	11,666	7	44	34	15	1142
SES																									
Economically Disadvantaged Students	50	3	2	45	0	0	14	31	24	53	7	16	1138	45	0	31	53	16	1138	4,568	2	27	37	34	1134
All Other Students	95	1	6	88	3	3	37	42	35	40	13	15	1140	88	3	42	40	15	1140	8,707	9	47	30	14	1143
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	145	4	8	133	3	2	51	38	59	44	20	15	1139	133	2	38	44	15	1139	13,269	7	40	33	21	1140
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						196	2	14	40	45	1131
All Other Students	145	4	8	133	3	2	51	38	59	44	20	15	1139	133	2	38	44	15	1139	13,079	7	40	33	21	1140
504 Plan																									
Students with a 504 plan	4	0	1	3										3						450	5	36	34	25	1138
All Other Students	141	4	7	130	3	2	50	38	58	45	19	15	1139	130	2	38	45	15	1139	12,825	7	40	33	21	1140



SCIENCE RESULTS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 1162–1180)	2009–2010	4	3	4	3	607	4
	2010–2011	9	6	9	6	644	5
	2011–2012	8	6	8	6	650	5
	Cum. Average*	21	5	21	5	1,901	5
Proficient – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 1142–1160)	2009–2010	62	39	62	39	5,120	37
	2010–2011	59	36	59	36	5,312	39
	2011–2012	60	44	61	45	5,245	40
	Cum. Average*	181	40	182	40	15,677	38
Partially Proficient – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 1134–1140)	2009–2010	45	28	45	28	3,857	27
	2010–2011	49	30	49	30	3,580	26
	2011–2012	41	30	41	30	3,413	26
	Cum. Average*	135	30	135	29	10,850	27
Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 1100–1132)	2009–2010	48	30	48	30	4,443	32
	2010–2011	46	28	46	28	4,038	30
	2011–2012	26	19	26	19	3,970	30
	Cum. Average*	120	26	120	26	12,451	30

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	24.9	44.5	24.9	44.5	23.0	41.1
D. The Physical Setting	34	61	15.3	45.0	15.4	45.3	14.8	43.5
D1/D2 Space/Earth	12	21	5.3	44.2	5.3	44.2	5.3	44.2
D3/D4 Matter and Energy/Force and Motion	22	39	10.1	45.9	10.1	45.9	9.5	43.2
E. The Living Environment	22	39	9.6	43.6	9.6	43.6	8.2	37.3

The MHSA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at <http://www.maine.gov/education/lres/pei/index.html>.

Content Strand D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Strand E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	4	6	135	8	6	60	44	41	30	26	19	1143	136	6	45	30	19	1143	13,278	5	40	26	30	1141
Gender																									
Male	74	1	4	69	6	9	31	45	20	29	12	17	1144	69	9	45	29	17	1144	6,770	7	42	24	27	1143
Female	71	3	2	66	2	3	29	44	21	32	14	21	1141	67	3	45	31	21	1141	6,508	3	37	28	32	1140
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						188	2	30	26	43	1138
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						95	2	34	25	39	1139
Asian	0	0	0	0										0						205	8	37	23	32	1142
Black or African American	5	0	3	2										2						331	1	19	18	62	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	46	31	15	1143
White (non-Hispanic)	140	4	3	133	8	6	60	45	40	30	25	19	1143	134	6	46	30	19	1143	12,355	5	40	26	29	1142
Two or more races	0	0	0	0										0						91	1	36	30	33	1139
LEP Status																									
Currently LEP student	0	0	0	0										0						261	0	4	15	81	1129
Former LEP student - monitoring year 1	0	0	0	0										0						29	0	24	28	48	1137
Former LEP student - monitoring year 2	0	0	0	0										0						41	2	37	34	27	1140
All Other Students	145	4	6	135	8	6	60	44	41	30	26	19	1143	136	6	45	30	19	1143	12,947	5	40	26	29	1142
IEP																									
Students with an IEP	16	4	1	11	0	0	3	27	3	27	5	45	1135	11	0	27	27	45	1135	1,664	1	12	18	69	1132
All Other Students	129	0	5	124	8	6	57	46	38	31	21	17	1143	125	6	46	30	17	1143	11,614	5	43	27	24	1143
SES																									
Economically Disadvantaged Students	50	3	3	44	1	2	18	41	12	27	13	30	1140	44	2	41	27	30	1140	4,603	2	28	27	44	1137
All Other Students	95	1	3	91	7	8	42	46	29	32	13	14	1144	92	8	47	32	14	1144	8,675	7	46	25	22	1144
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	145	4	6	135	8	6	60	44	41	30	26	19	1143	136	6	45	30	19	1143	13,271	5	40	26	30	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						203	<1	19	29	51	1135
All Other Students	145	4	6	135	8	6	60	44	41	30	26	19	1143	136	6	45	30	19	1143	13,075	5	40	26	30	1142
504 Plan																									
Students with a 504 plan	4	0	1	3										3						446	4	38	28	30	1141
All Other Students	141	4	5	132	8	6	57	43	41	31	26	20	1143	133	6	44	31	20	1143	12,832	5	40	26	30	1141

SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2012
SAU: RSU 11/MSAD 11
School: Gardiner Area High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		N	%	%	%	%	
How often do you make observations and collect data in science class?																						
A. a few times a week	19	0	0	9	45	2	10	9	45	1138	19	0	45	10	45	1138	41	4	40	27	28	1142
B. a few times a month	48	5	10	24	48	17	34	4	8	1145	47	10	48	34	8	1145	39	6	45	25	23	1143
C. once a month	24	2	8	9	36	10	40	4	16	1143	25	8	38	38	15	1143	11	4	33	25	37	1140
D. never or almost never	10	1	10	2	20	4	40	3	30	1140	9	10	20	40	30	1140	9	2	21	24	54	1135
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	23	4	17	10	43	6	26	3	13	1148	22	17	43	26	13	1148	24	12	53	20	16	1147
B. agree	53	4	7	22	41	16	30	12	22	1142	53	7	42	29	22	1142	49	4	40	27	29	1141
C. disagree	21	0	0	10	48	7	33	4	19	1141	20	0	48	33	19	1141	21	1	29	29	41	1138
D. strongly disagree	4										4						6	1	19	23	57	1135
What best describes your ninth grade science class?																						
A. earth/space science	16	0	0	7	44	5	31	4	25	1139	17	0	47	29	24	1139	45	4	38	27	31	1141
B. physical science	2										2						24	5	40	26	29	1142
C. engineering and physical science	58	7	12	27	46	17	29	8	14	1145	57	12	46	29	14	1145	3	4	34	25	37	1139
D. mixture of physical science and life science	24	1	4	7	29	9	38	7	29	1139	23	4	29	38	29	1139	22	7	42	25	26	1143
E. physics	1										1						6	6	43	25	26	1143
Do you think you would like to have a job that is related to SCIENCE?																						
A. No, this type of job is too hard.	9										9						5	<1	11	21	67	1132
B. No, I'm not interested.	39	1	3	16	40	16	40	7	18	1140	38	3	40	40	18	1140	42	2	32	29	37	1139
C. I might be interested if I knew more about this type of job.	11	1	9	2	18	4	36	4	36	1138	12	8	25	33	33	1139	19	3	40	29	28	1141
D. Yes, I have some interest.	23	2	8	12	50	8	33	2	8	1146	23	8	50	33	8	1146	19	8	51	23	18	1145
E. Yes, I'm very interested.	18	4	21	11	58	2	11	2	11	1151	18	21	58	11	11	1151	15	14	56	18	12	1149
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	13	3	21	9	64	0	0	2	14	1150	13	21	64	0	14	1150	13	22	55	11	12	1152
B. good	47	5	10	23	47	17	35	4	8	1146	48	10	48	34	8	1146	45	4	52	26	19	1144
C. fair	36	0	0	12	32	12	32	13	35	1137	35	0	32	32	35	1137	36	<1	24	32	44	1137
D. poor	4										4						6	<1	11	22	66	1132
How well do the questions that you have just been given on this MHSA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	15	2	13	9	56	3	19	2	13	1148	15	13	56	19	13	1148	19	11	53	20	15	1147
B. They match some of what I have learned.	49	6	12	26	51	15	29	4	8	1146	50	12	52	29	8	1146	57	4	43	27	26	1142
C. They match just a little of what I have learned.	32	0	0	9	27	13	39	11	33	1137	31	0	27	39	33	1137	21	1	22	30	47	1136
D. There is no match.	4										4						3	1	10	15	74	1132
Do you think you would like to have a job that is related to MATH?																						
A. No, this type of job is too hard.	3										3						7	1	24	26	48	1136
B. No, I'm not interested.	41	1	2	18	43	13	31	10	24	1140	41	2	44	30	23	1141	39	3	36	28	33	1140
C. I might be interested if I knew more about this type of job.	17	1	6	6	35	6	35	4	24	1142	16	6	35	35	24	1142	21	3	40	26	30	1141
D. Yes, I have some interest.	23	4	17	12	50	7	29	1	4	1148	23	17	50	29	4	1148	23	8	44	24	23	1144
E. Yes, I'm very interested.	17	2	12	8	47	5	29	2	12	1145	16	12	47	29	12	1145	10	12	52	19	17	1147